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ABSTRACT

This coordinator's guide for a module on kitchen helpers, one of seven individualized units about restaurant occupations, has been developed for students enrolled in cooperative part-time training and employed in a commercial restaurant. Included in the first part of the guide are a progress chart, suggested teaching procedures, answers to the student assignment sheets and unit test, a job description and alternate titles, and a study guide objective. The second half of the guide consists of a series of information and assignment sheets dealing with the following topics: dishroom terms and definitions, safety rules, cleaning fundamentals, preparing dishes for the dishwasher, operating a dishwasher, cleaning pots and pans, and additional duties of the kitchen helper. A unit test concludes the guide. (MN)

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RESTAURANT OCCUPATIONS

KITCHEN HELPER

DOT NO. 318.687-010

Coordinator's Guide

Prepared by Durwin Hohhertz

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PREFACE

This study guide is one of seven individualized units developed for students enrolled in Cooperative Part-Time Training and employed in a commercial restaurant. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available. A progress chart is provided in the coordinator's guide. This will allow the coordinator to pinpoint the progress a student has made toward each objective in the sequence in which they are completed.

The coordinator's guide provides information and suggested activities that will assist in providing additional learning experiences for the student. Also included are suggested alternatives the coordinator may use in dealing with various types of disadvantaged students, including the slow-learner, and slow-reader. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing each assignment, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The written assignments should be handed in to the coordinator, and individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for assignment sheets and tests; however, a student should also be graded on individual participation. Both tests and assignments should be graded and returned to the students to be kept for reference in their notebooks.

A coordinator may have a student complete one or more related study guides in instances when a supervisor requires the student to perform responsibilities of two or more job titles within Restaurant Occupations. If a student easily accomplishes all of the assignments and studies in one guide, that student might be required to complete all available study guides for Food Services Occupations. This will prepare the student for occupational advancement, or for entrance into free enterprise system, or as an owner of a food service establishment.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities, and for explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce the information, assignment, or test sheets for other students in the class.

For information on other food service study guides, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

ACKNOWLEDGMENTS

The expertise of many coordinators across the state has contributed to the initial development of these Food Service study guides. Much credit is due them for their contributions of information and activities for these publications, which will be made available to other Cooperative Part-Time Training programs.

We extend special thanks to those members of the CVAE Cooperative Part-Time Advisory Committee who field-tested the first study guides developed, and later provided periodic evaluations and comments to be used in revisions and further development.
The committee members are:

Wayne Cyphers, Area I
Elizabeth Dickerman, Area Ia
John Beck, Area II
Forrest Mays, Area III
Jerry House, Area IV
James Swift, Area V
Harvey Pennell, Area VI
Perry L. Trammell, Area VII
Charles Erwin, Area VIII
Richard L. Harlan, Area IX
Naomi Smith, Area X
Abel Gorena, Area XI
Bennye Frazier, Area XII

Appreciation is also given the numerous businesses that allowed our writers to collect information which has been incorporated into these publications.

Progress Chart for

KITCHEN HELPER

D.O.T. #318.687-010

Name _____

School _____

		Date Completed
INFORMATION SHEET 1	DISHROOM TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	IDENTIFYING DISHROOM TERMINOLOGY	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used in the dishroom.	
INFORMATION SHEET 2	SAFETY RULES	
ASSIGNMENT SHEET 2	DISHROOM SAFETY POSTERS	
ASSIGNMENT SHEET 3	PREPARE A SAFETY BULLETIN BOARD	
Test	Part 2	
OBJECTIVE	Point out the correct safety rules to be followed in the dishroom.	
INFORMATION SHEET 3	CLEANING FUNDAMENTALS	
ASSIGNMENT SHEET 4	CLEANING MATERIALS PLACEMENT	
ASSIGNMENT SHEET 5	CLEANING SOLUTIONS	
Test	Part 3	
OBJECTIVE	Select the correct cleaning method for dishroom maintenance.	
INFORMATION SHEET 4	PREPARING DISHES FOR THE DISHWASHER	
ASSIGNMENT SHEET 6	DISHROOM LAYOUTS	
ASSIGNMENT SHEET 7	DISH PREPARATION PROCEDURES	
Test	Part 4	
OBJECTIVE	Explain the procedure for preparing dishes for the dishwasher.	
INFORMATION SHEET 5	OPERATION OF THE DISHWASHER	
ASSIGNMENT SHEET 8	THE DISHWASHING MACHINE	
ASSIGNMENT SHEET 9	UNLOADING THE DISHWASHER	
Test	Part 5	
OBJECTIVE	Identify the correct procedures for operating the dishwasher.	

		Date Completed
INFORMATION SHEET 6	CLEANING POTS AND PANS	
ASSIGNMENT SHEET 10	THE CLEANING PROCESS FOR POTS AND PANS	
Test	Part 6	
OBJECTIVE	Explain the process of cleaning pots and pans in the dishroom.	
INFORMATION SHEET 7	ADDITIONAL DUTIES OF THE KITCHEN HELPER	
ASSIGNMENT SHEET 11	OTHER RESPONSIBILITIES	
Test	Part 7	
OBJECTIVE	Point out other responsibilities of the kitchen helper.	

This student has completed the indicated training under my supervision

_____
Instructor

x

KITCHEN HELPER

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective sheet

A. Discuss each specific objective with the student.

B. Explain the relationship of each to the training station.

C. Renumber the objectives in the most logical sequence to be accomplished.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year or an employer requests training in a specific area.)

D. Add additional objectives necessary for the training station.

II. Answers to assignment sheets

A. Some assignment sheets will vary according to the training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend upon student participation.

III. Answers to tests

A. Answers are based upon total information covered in the study guide.

B. For convenience of grading, make corresponding answers sheets for additional test parts added.

IV. Information and corresponding assignment sheets

A. INFORMATION SHEET 1--DISHROOM TERMS AND DEFINITIONS

1. This information may be used as a glossary.

2. Use ASSIGNMENT SHEET 1--IDENTIFYING DISHROOM TERMINOLOGY--to reinforce this area of information.

a. Have the student use Information Sheet 1 or use several reference book glossaries to complete the assignment sheet.

b. Have the student develop similar puzzles or word games using other terms used in a dishroom.

3. Have the student add other terms used in the training area.

4. Have the student develop crossword puzzles using the terms and definitions.

B. INFORMATION SHEET 2--SAFETY RULES

1. Use the following assignment sheets to reinforce this information area.

a. ASSIGNMENT SHEET 2--DISHROOM SAFETY POSTERS

(1) Have the student display the better safety posters at school or on the job.

(2) Provide the student with business magazines and poster board to develop posters.

(3) Have a contest of safety posters and allow students or a panel to judge them.

b. ASSIGNMENT SHEET 3--PREPARE A SAFETY BULLETIN BOARD

(1) Provide the student with a bulletin board on a wall area in the classroom where an arrangement of safety ideas regarding the kitchen helper may be displayed.

(2) Allow an individual or team to develop the display.

2. Have the student present a safety talk about the training station, relating any accidents that have happened.

3. Have the student develop other safety information sheets on specific machines at the training station.

4. Have the student secure information from U.S. agencies concerning health and safety.

(NOTE: See references.)

C. INFORMATION SHEET 3--CLEANING FUNDAMENTALS

1. Use the following assignment sheets to reinforce this information area.

a. ASSIGNMENT SHEET 4--CLEANING MATERIALS PLACEMENT

(1) Have the student draw and arrange this chart very neatly.

(2) Present a copy of this cleaning materials chart to the employee and suggest it be placed on the storage bin door.

b. ASSIGNMENT SHEET 5--CLEANING SOLUTIONS

(1) Have the student develop a collage of labels showing mixing directions and safety precautions along with this assignment sheet.

(2) Have the class bring additional labels to add to the collage.

2. Have the student contact detergent and dish machine technicians or representatives concerning cleaning materials and procedures.

3. Have the student bring labels on empty containers of cleaning material used on the job to school for a display or discussion session.

D. INFORMATION SHEET 4--PREPARING DISHES FOR THE DISHWASHER

1. Use the following assignment sheets to reinforce this information area.

a. ASSIGNMENT SHEET 6--DISHROOM LAYOUTS

(1) Have the student explain why the dishroom is arranged as it is.

(2) Allow the student to visit other restaurants and observe and report on other arrangements.

b. ASSIGNMENT SHEET 7--DISH PREPARATION PROCEDURES

(1) Have the student use suitable references to answer this assignment sheet.

(2) Have the student working as a kitchen helper write other types of procedural tests to exchange with each other.

2. Have the student add to or rewrite the procedural information to apply to the training station.

E. INFORMATION SHEET 5--OPERATION OF THE DISHWASHER

1. Use the following assignment sheets to reinforce this information area.

a. ASSIGNMENT SHEET 8--THE DISHWASHING MACHINE

(1) Make copies of the different types of dishwashing machines drawn to hand out to other kitchen helpers.

(2) Contact a dishwasher distributor to obtain information and pictures of different sizes and models.

b. ASSIGNMENT SHEET 9--UNLOADING THE DISHWASHER

(1) Have the student tell why each answer was selected.

(2) Have the student list additional procedural questions.

F. INFORMATION SHEET 6--CLEANING POTS AND PANS

1. Use ASSIGNMENT SHEET 10--THE CLEANING PROCESS FOR POTS AND PANS to reinforce this information area.

a. Provide the student with magazines or ordering catalogs with illustrations of sinks.

b. Have the student give suggestions of ways to improve or speed up the cleaning process at the sink.

2. Have the student add to or rewrite the procedures for washing pots and pans as it applies to the training station.

3. Have the student develop information sheets for each piece of larger equipment in the dishroom outlining the parts removed and the cleaning process.

G. INFORMATION SHEET 7--ADDITIONAL DUTIES OF THE KITCHEN HELPER

1. Use ASSIGNMENT SHEET 11--OTHER RESPONSIBILITIES to reinforce this information area.

a. Have the student make a list of any other responsibilities that are performed at the work station.

b. Add these to the information sheet for future use by students.

2. Have the student visit several nearby restaurants to compare the duties and responsibilities of a kitchen helper.

3. Have the student demonstrate how to set up banquet tables according to your direction.

V. Test

A. The test is divided into seven parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the work in one information area or sheet.

2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several parts of the test as as additional assignment to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the study guide.

VI. References

A. Richardson, Treva. Sanitation for Food Service Workers. Boston, Massachusetts: Cahners Books International, Inc., 1974.

B. Coffman, James. Introduction to Professional Food Services. Boston, Massachusetts: Cahners Books International, Inc., 1974.

VII. Sources of additional information

A. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

B. Center for Disease Control, U.S. Department of Health, Education, and Welfare, Public Health Service, Training Program, Community Services Training Section, Atlanta, Georgia 30333

C. Environmental Health Committee, Single Service Institute, 250 Park Avenue, New York, N.Y. 10017

D. The International Sanitary Supply Association, 5330 N. Elston Avenue, Chicago, Illinois 60630

E. National Restaurant Association, Educational Materials Center, 1530 N. Lakeshore Drive, Chicago, Illinois 60610

F. National Sanitation Foundation, P.O. Box 1468, Ann Arbor, Michigan 48106

KITCHEN HELPER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Across	Down
2. Detergent	1. Infection
4. Pre-rinse	3. Sanitizing
6. Manual	5. Water softener
7. Solution	8. Utensil
9. Disinfectant	10. Canister
14. Automatic	11. Flatware
15. Scrap	12. Dispense
16. Bactericide	13. Presoak
17. Operation	

Assignment Sheets 2-6

Evaluated to the satisfaction of the instructor.

Assignment Sheet 7

A. True	F. False
B. False	G. True
C. True	H. True
D. False	I. False
E. False	J. True

Assignment Sheet 8

Evaluated to the satisfaction of the instructor.

Assignment Sheet 9

A. 3	E. 1
B. 2	F. 3
C. 1	G. 3
D. 2	

Assignment Sheet 10

Evaluated to the satisfaction of the instructor.

Assignment Sheet 11

A. 1. Clean the cylinder immediately after use so that no peelings dry and stick to the surface.

2. Remove the cover and peeling disk.

3. Wash the interior of the peeler with hot water and scrub the interior with a stiff brush.

4. The interior may be rinsed with a soda solution to remove odors.

5. Leave the discharge door open so the interior will dry.

6. Clean the peel tray by removing the cover, the strainer basket, and the stopper and flush the inside with hot water.

7. Clean all parts (cover, peeling disk, peel tray cover, strainer basket, and stopper) with a stiff brush and hot water.

8. Let the parts air dry.

B. 1. Do not let water come in contact with the motor or wiring.

2. Do not put your hands inside the peeler while it is in operation.

3. Never load the peeler without turning on the motor and water.

4. Load the machine to exact capacity.

C. Check with the manager or hostess for the location and arrangement of tables. Listen to setup instructions carefully.

D. Evaluated to the satisfaction of the instructor.

KITCHEN HELPER

ANSWERS TO TEST

Part 1

1. Manual
2. An operation
3. Solution
4. Detergent
5. Utensil
6. Dispensing
7. Sterilizing agent
8. Disinfectant
9. An infection
10. Bactericide
11. Spotting agent
12. Canister
13. Garbage disposal
14. Scrap
15. Flatware
16. Water softener
17. Presoaked
18. Pre-rinsing
19. Dish dolly
20. Conveyor belt
21. Storage bin

Part 2

1. a.
   b. ✓
   c.
   d.
   e. ✓
   f.
   g. ✓
   h. ✓
   i.

2. a. In their proper place
   b. In your eyes and mouth
   c. Away from
   d. Away from
   e. Carefully
   f. All
   g. Moving parts
   h. Hot
   i. Closed
   j. Handle
   k. Hot
   l. Sharp
   m. Directions
   n. Pulled behind

Part 3

1. a.
   b.

2. a. Chlorine
   b. Iodine

3. a. 4
   b. 5
   c. 3
   d. 2
   e. 1

4. Explanation should include:

   a. Rinse cloths and sponges to remove excess dirt.
   b. Place cloths in the bag to be sent to the laundry after use.
   c. Discard any cloths that sour.
   d. Sponges should be sanitized and allowed to dry before storing.

5. a. ✓
   b.
   c.
   d. ✓
   e.
   f. ✓
   g.
   h.

Part 4

1. a. Manual or stationary roller type
   b. Moving rubber or plastic belt type

2. a. 2, 6
   b. 1, 3, 4, 5

3. a. Similar
   b. Space
   c. Turn over, fall
   d. Conveyor belt
   e. 100 pieces

Part 5

1. a. Service doors
   b. Temperature gauges
   c. Dishwasher shut-off bar
   d. Rackless conveyor
   e. Drying solution sprayer

2. a. True
   b. False
   c. True
   d. False
   e. True
   f. True
   g. False
   h. False
   i. True
   j. False
   k. False
   l. True
   m. False
   n. False
   o. True
   p. False
   q. False

3. a. ✓
   b. ✓
   c.
   d.
   e.
   f.
   g. ✓
   h. ✓

4.

a.		e.	
b.		f.	✓
c.	✓	g.	✓
d.	✓	h.	

5.

a.	True	g.	False
b.	False	h.	True
c.	False	i.	False
d.	True	j.	True
e.	False	k.	False
f.	True		

Part 6

1.
a. Filter brush, wire brush, detergent, sanitizing agent, scouring pad
b. Two, three
c. Tongs, hooks, gloves
d. Soaking
e. Scraping, rinsing
f. Washing
g. Rinsing

2.
a. Remove all soil and food
b. First sink
c. Often enough so that it will remove grease and be at the correct temperature
d. Third sink
e. Often enough to eliminate detergent build-up
f. At least one-half minute
g. Report the problem to your supervisor
h. Air-dried on a clean, slanting drainboard

3. Explanation should include:

a. Equipment that is too large to place in the sinks should be sanitized.
b. Most larger equipment can be disassembled so that the major parts which touch food can be washed.
c. Rinse equipment carefully with boiling water.
d. Use steam hoses to sanitize large equipment which will contain steam.

Part 7

1.

a.	6	f.	4
b.	1	g.	2
c.	5	h.	3
d.	9	i.	8
e.	7		

2.

a.		e.	✓
b.		f.	
c.	✓	g.	✓
d.	✓		

3.
a. Manager or hostess
b. Menu, type of service
c. Handtruck
d. Efficiency
e. Cold

KITCHEN HELPER

DOT NO. 318.687-010

Job Description

The Kitchen Helper will perform any combination of the following duties to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition:

1. Sweeps and mops floors.
2. Washes worktables, walls, refrigerators, and meat blocks.
3. Separates and removes trash and garbage and places it in proper containers.
4. Steam cleans or hoses out garbage cans.
5. Sorts bottles, and breaks disposable ones in bottle crushing machine.
6. Washes pots, pans, and trays by hand.
7. Scrapes food from dirty dishes and washes them by hand, or places them in racks or on a conveyor to the dishwashing machine.
8. Polishes silver, using burnishing-machine, tumbler, chemical dip, buffing wheel, and hand cloth.
9. Holds inverted glasses over revolving brushes to clean inside surfaces.
10. Transfers supplies and equipment between storage and work areas by hand or by use of a handtruck.
11. Sets up banquet tables.
12. Washes and peels vegetables, using a knife or peeling machine.

Alternate Titles	Undefined Related Titles
Cookee	Hand dishwasher
Cook helper	Machine dishwasher
Kitchen hand	Garbage porter
Kitchen porter	Potwasher
Kitchen runner	Silverware washer

KITCHEN HELPER

STUDY GUIDE OBJECTIVE

After completion of this study guide, the student will be able to use the correct terminology and identify steps in performing the procedures and responsibilities required of a kitchen helper in a commercial restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing a test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Select the correct terminology to be used in the dishroom.
2. Point out the correct safety rules to be followed in the dishroom.
3. Select the correct cleaning method for dishroom maintenance.
4. Explain the procedure for preparing dishes for the dishwasher.
5. Identify the correct procedures for operating the dishwasher.
6. Explain the process of cleaning pots and pans in the dishroom.
7. Point out other responsibilities of the kitchen helper.

KITCHEN HELPER

INFORMATION SHEET 1--DISHROOM TERMS AND DEFINITIONS

A. Manual--Doing work by hand rather than by machine.

B. Operation--Doing work, using certain processes.
EXAMPLE: Dishwashing includes cleaning and sterilizing processes

C. Solution--A liquid containing a dissolved substance.
EXAMPLE: A water and soap soluti

D. Detergent--A water-soluble soap or cleaning agent that will remove dirt, oil, or food particles from dishes or cooking utensils.
(NOTE: Detergents may be in powder or liquid form.)

E. Utensil--A tool or container used in preparing foods in the kitchen.

F. Automatic--A machine or device that will operate on its own.

G. Dispense--The releasing automatically of a certain amount of soap or detergent.

H. Sanitizing agent--A chemical which, when applied after cleaning, will destroy both disease-causing and harmless bacteria.

I. Disinfectant--A chemical which destroys the organisms that cause infection.

J. Infection--A condition in which the body is unhealthy because of the presence of germs, bacteria, or viruses.

K. Bactericide--A chemical which destroys both disease causing and non-dangerous bacteria.

L. Spotting agent--A chemical which helps eliminate water spots on dishes after the washing process.

M. Canister--A container for flatware.

N. Garbage disposal--A device that grinds up leftover food so that it will pass through the sewer system.

O. Scrap--Any food left on the customer's tray.

(NOTE: Scrapping is removing this food from the tray.)

P. Flatware--The eating and serving utensils or silverware.

Q. Water softener--A substance put in dishwashing water to help the soap in dirt and food removal.

R. Pre-soak--The placing of dishes, utensils, or pots in warm, soapy water before washing.

S. Pre-rinse- Water used to remove as much food as possible from dishes before washing.

T. Dish dolly--A wheeled cart used to take dishes from the dishwashing area to the serving area.

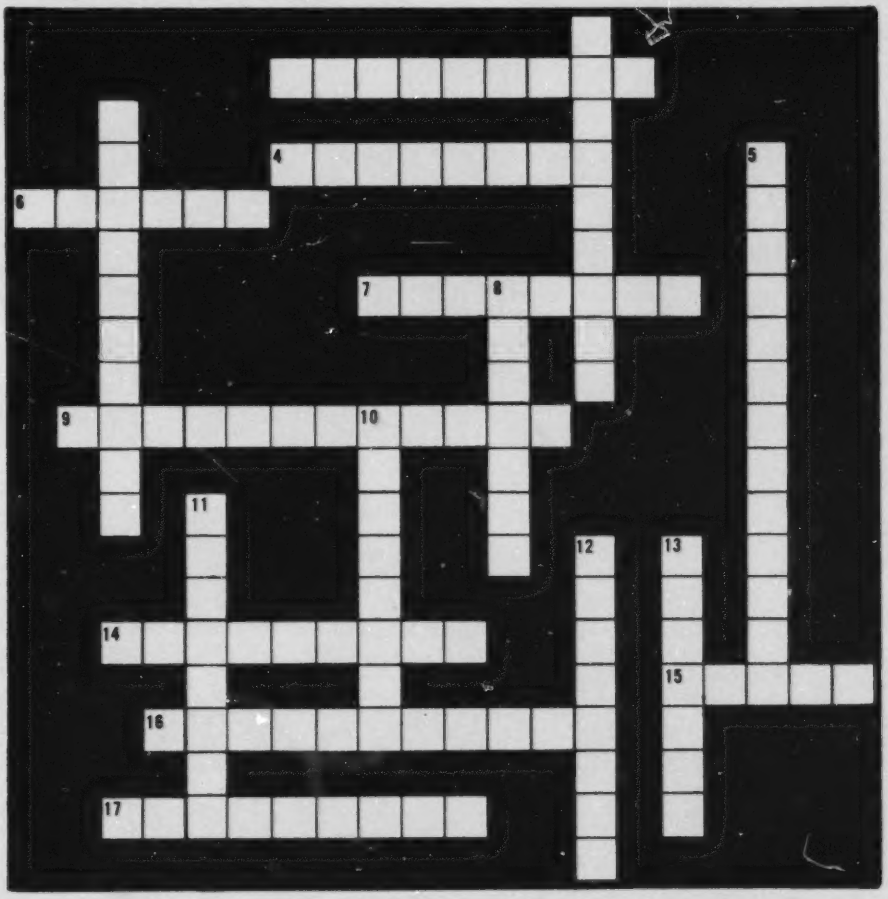
U. Conveyor belt--A device used to move dishes from the dining area to the dishwashing room.

V. Storage bin--A large metal container or box used to store dishroom supplies or dishes.

KITCHEN HELPER

ASSIGNMENT SHEET 1--IDENTIFYING DISHROOM TERMINOLOGY

Directions: Fill in the crossword puzzle with the correct terms for each definition given.



Across

2. A water-soluble soap or cleaning agent
4. Using water to remove as much food as possible before washing dishes
6. Doing work by hand, not machine
7. A liquid containing a dissolved substance, e.g., soap suds
9. A chemical which destroys organisms that cause infection
14. A device that will operate on its own
15. Left-over food on a tray
16. A chemical which destroys both disease-causing and harmless bacteria
17. The processes necessary in doing work

Down

1. A condition in which the body is unhealthy
3. Using a chemical agent to destroy bacteria
5. Something that helps water clean better
8. A tool or container used when preparing food
10. A container for flatwear
11. Eating and serving silver
12. Release automatically
13. Placing dishes and utensils in warm, soapy water before washing

KITCHEN HELPER

INFORMATION SHEET 2--SAFETY RULES

I. General safety

A. Do not wear jewelry in the dishroom.

B. Report and treat all cuts and burns at once even if they appear to be minor.

1. A minor injury can develop into a more serious injury.

2. Some company insurance companies will not pay for medical care unless the injury was reported as soon as it happened.

C. Keep your work area clean and picked up.

D. If you wear glasses, make sure they are safety-approved.

E. Wear protective clothing, including:

1. Shoes with non-slip soles.

2. Aprons or other covers to protect clothes and skin.

3. Rubber gloves, when possible.

F. Keep water off of the floor.

G. Use wooden pallets or latticework on the floor to prevent falls.

H. Handle broken glass with care.

I. Food in the dishroom should not be eaten.

J. Avoid horseplay in the dishroom.

II. Specific safety

A. Cleaning materials

1. Keep mops, brooms, brushes, and detergents in their proper places.

2. Avoid getting detergent in your eyes or mouth.

B. Electrical appliances

1. Unplug all electrical appliances before cleaning.

2. Follow manufacturer's directions for operating all appliances.

3. Immediately report any incorrect water pressures, volumes, temperatures, or other minor mechanical problems to prevent an accident or major report later.

C. Garbage disposals

1. Keep your hands away from the disposal.

2. Keep utensils or other objects away from the disposal unit.

D. Dishwashing machine

1. Load the rack with care to avoid breakage.

2. Remove any broken or cracked dishes.

3. Keep hands away from moving parts.

4. Be aware of hot water or machine parts.

5. Do not open the doors of the dishwasher while it is in operation.

E. Sink

1. Use pot holders or gloves to handle hot pots and pans.

2. Always test water to see if temperature is hot enough.

3. Watch for knives or other sharp objects.

F. Doorways

1. Follow directions when going through doorways.

2. Do not push a cart through a doorway ahead of you.

(NOTE: You should back through the door, pulling the cart.)

KITCHEN HELPER

ASSIGNMENT SHEET 2--DISHROOM SAFETY POSTERS

Directions: Make a safety poster about one of the following topics. Use a large sheet of paper or cardboard which can be displayed in your classroom. Use cartooning, charts, or unusual ideas in presenting your safety theme. Each poster should relate to your work station.

A. A typical accident

B. Safety equipment, devices, and signs

C. A safety procedure

KITCHEN HELPER

ASSIGNMENT SHEET 3--PREPARE A SAFETY BULLETIN BOARD

Directions: Using newspaper clippings, magazine articles, or pictures, design a bulletin board in your classroom. Include safety features, situations, or incidents related to safety in the dishroom of a restaurant. Leave the display up for a week and have other students add material about the theme.

KITCHEN HELPER

INFORMATION SHEET 3--CLEANING FUNDAMENTALS

I. Use and care of supplies

A. Read directions before using supplies.

B. Store supplies in the proper area.

C. Keep liquids, powders, or detergents covered and labeled.

D. Ask your supervisor when you have any questions about the use of certain supplies.

II. Sanitizing solutions

A. The purpose of sanitizing solutions is to sterilize clean surfaces.

B. Mixing proportions

1. Iodine solution--One teaspoon per one gallon of water.

2. Chlorine solution--1/4 cup chlorine per three gallons of water.

3. Follow manufacturer's directions for other sanitizing solutions.

(NOTE: Iodine and chlorine solutions are good for up to two hours.)

III. Procedure for washing brushes

A. Wash in hot water after use.

B. Rinse in hot water.

C. Dip in sanitizing solution.

D. Shake and hang to dry.

IV. Care of cleaning cloths and sponges

A. Rinse cloths and sponges to remove excess dirt.

B. Place cloths in the bag to be sent to the laundry after use.

(NOTE: In some restaurants, the cleaning cloths are washed by each individual employee.)

C. Discard any cloths that sour.

(NOTE: Some restaurants use throw-away cloths.)

D. Sponges should be sanitized and allowed to dry before storing.

V. Cleaning procedure for the kitchen

A. Scrapping sinks, dish tables, and soaking vats should be cleaned after meals.

B. Food waste should be wiped up regularly during operating hours.

C. All other equipment surfaces should be cleaned with a mild detergent solution and rinsed with clean water.

(NOTE: Don't overlook the legs, backs of equipment, shelves, carts, and other equipment.)

D. Floors should be cleaned thoroughly after each meal and at the end of the day.

(NOTE: Floors are usually sloped and equipped with drains for easy cleaning.)

E. During heavy customer loads, floors may have to be swept and mopped quickly.

F. Walls should be washed during slack hours or at least on a weekly basis.

G. Keep the ceilings and overhead fixtures clean.

1. Replace burned-out light bulbs.

2. Clean light covers to provide sufficient light.

H. Trash cans should be scrubbed completely at least once a week.

1. Use a cleaner with an odor preventive.

2. Clean the lids as well as the cans.

3. Hose out or steam clean the trash cans with a sanitizing solution.

4. Place a plastic liner in the trash can if that is the policy of the restaurant.

KITCHEN HELPER

ASSIGNMENT SHEET 4--CLEANING MATERIALS PLACEMENT

Directions: Design a chart for your work station, showing cleaning materials used in the dishroom. Include such details as location and type of storage, use of materials, safety precautions, etc.

Example:

Cleaning Material	Use	Safety Precaution	Place Stored	Maintenance
Brushes	Scrubbing	Avoid getting cleaning solutions in your eyes while brushing	Above sink	Wash after use
Sanitizing solution	Kills bacteria	Avoid getting solution on hands or in eyes	Metal cabinets	Add to dish water daily

KITCHEN HELPER

ASSIGNMENT SHEET 5--CLEANING SOLUTIONS

Directions: Answer the following questions according to the procedures used on your training station.

A. Explain how to mix the cleaning solution in your dishroom.

B. List the safety rules to be followed for each of the above solutions.

KITCHEN HELPER

ASSIGNMENT SHEET 6--DISHROOM LAYOUTS

Directions: Draw a sketch showing the arrangement of all machines and equipment in your training station dishroom. Tell which machines you operate and how the dishes move.

KITCHEN HELPER

INFORMATION SHEET 4--PREPARING DISHES FOR THE DISHWASHER

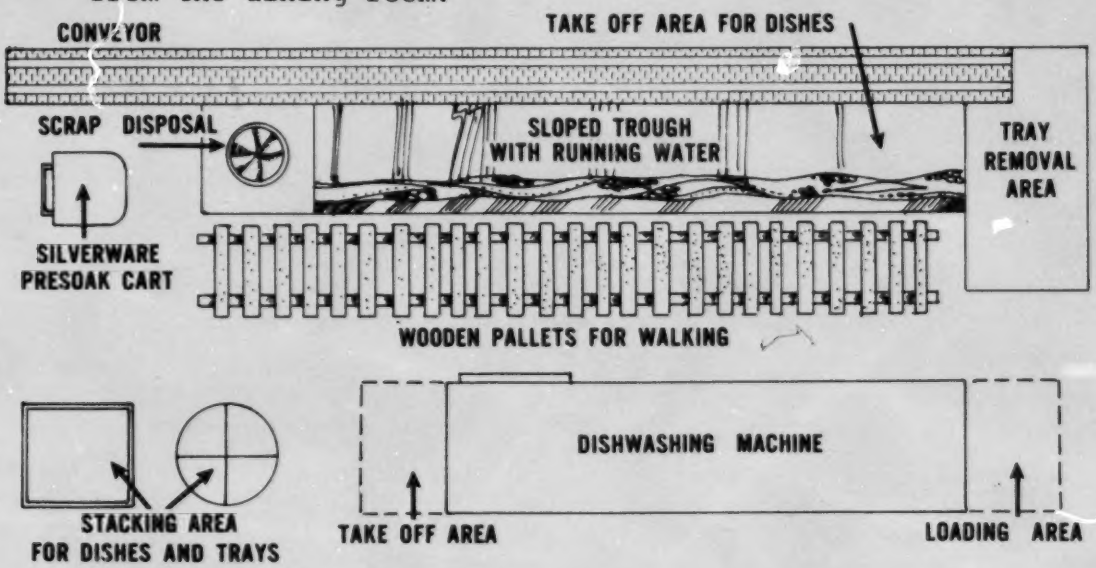
I. Conveyer belt

A. Types

1. Manual or stationary roller type

2. Moving rubber or plastic belt type

B. Purpose--Brings the used customer dishes to the dishroom from the dining room.



II. Clearing the trays for washing

A. Disposable (Paper)

1. All paper items should be removed from the cart or tray and thrown away.

2. Disposable bottles should be thrown away or crushed in a bottle crushing machine.

B. Flatware

1. Remove all flatware from the trays and place in the pre-soak vat.

2. If your restaurant does not use a pre-soak vat, place the flatware in the flatware washing racks.

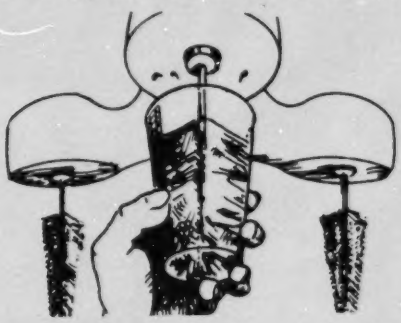
(NOTE: The water must be hot enough to sterilize the flatware.)

C. Glassware

1. Empty all liquids from the glassware.

2. Use a nylon brush to clean inside surfaces.

(NOTE: Some restaurants have a glass cleaning machine with revolving brushes to clean glasses before putting them in the dishwasher.)



3. Place glassware together on a tray, ready for loading into the dishwasher.

D. Dishes, bowls, saucers, and other dishes

1. Remove dishes containing scraps from the trays and knock the food from the dish into the scrap trough.

(NOTE: Use both hands at the same time for speed and efficiency, but clean dishes thoroughly.)

2. Some dishrooms require the dishes to be rinsed with hot water at this time.

(NOTE: This keeps the dishwasher nozzles from becoming clogged.)

3. Stack each type of dish or bowl in separate stacks on a tray.

4. As soon as there is a tray or rack of used dishes, take them to the loading area of the dishwasher.

III. Loading the dishwasher

A. Place items of the same size together.

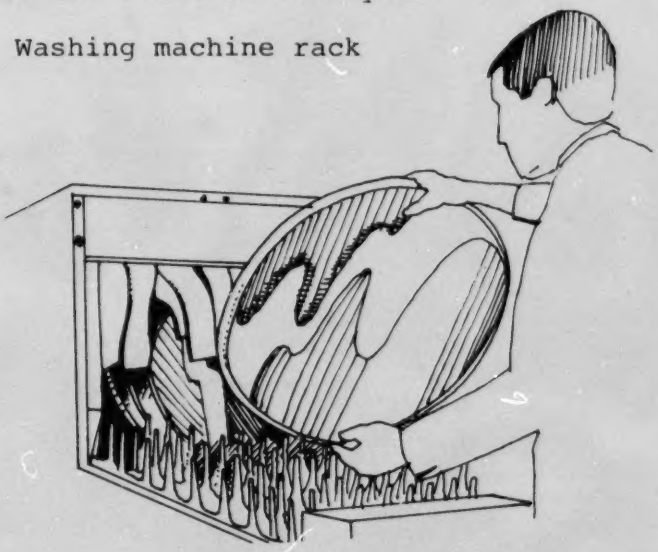
Example: Dishes, bowls, cups

B. Allow space between dishes.

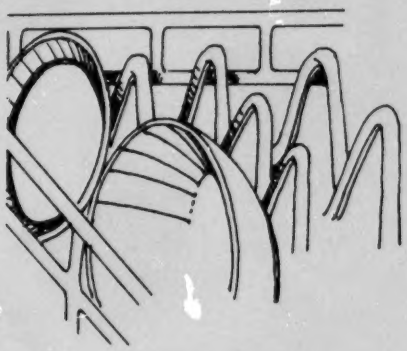
C. Place each item so that it cannot turn over or fall.

D. The dishes should be placed in racks on the conveyer belt or in the rackless conveyer.

1. Washing machine rack



2. Washing machine rackless conveyer



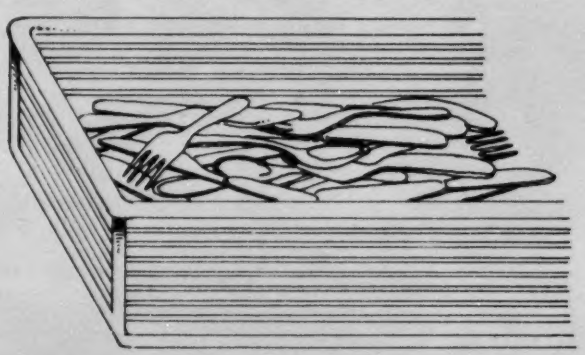
E. Place the silverware in a rack for machine washing.

1. Do not overload a rack with silverware.

   (NOTE: Place about 100 pieces per rack.)

2. Use a suitable rack to hold silverware.

3. Position the silverware where it can best be washed.



KITCHEN HELPER

ASSIGNMENT SHEET 7--DISH PREPARATION PROCEDURES

Directions: Answer True or False to each of the following statements concerning preparing dishes for the washing process.

_____A. The conveyor belt is used to bring dishes to the dishroom from the dining room.

_____B. Flatware should not be soaked because it will rust.

_____C. Flatware must be sterilized in very hot water.

_____D. Leftover food can stay on the plates during the washing process.

_____E. Hot-water rinsing before washing is a waste of time and money.

_____F. Dishes of different sizes should be stacked together on the trays.

_____G. Trays should be carried to the dishwasher as soon as they are full.

_____H. Similar items should be placed together in the dishwasher.

_____I. Dishes should be placed as close as possible in the dishwasher to provide more room.

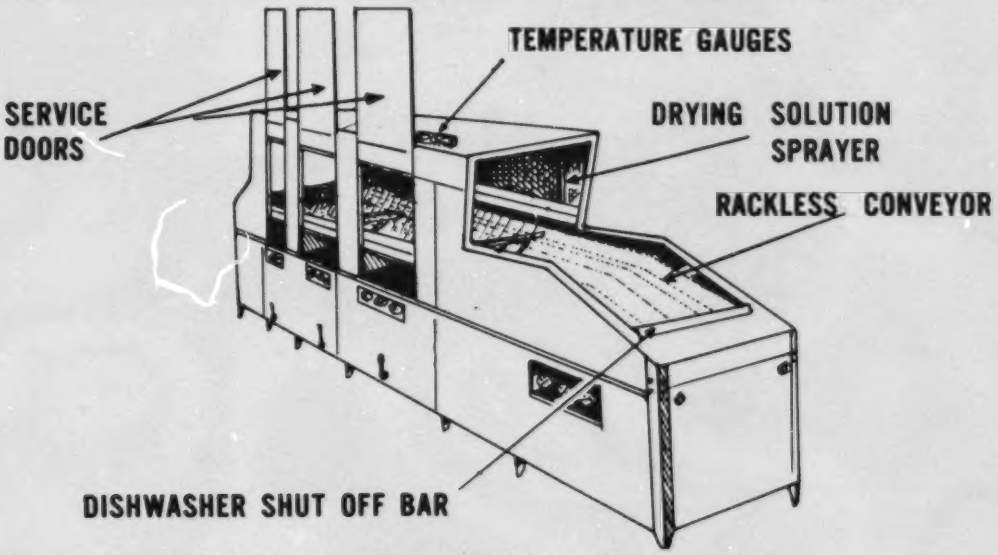
_____J. Silverware should be placed in a washing rack at about 100 pieces per rack.

KITCHEN HELPER

INFORMATION SHEET 5--OPERATION OF THE DISHWASHER

I. Parts of a three-tank dishwashing machine.

(NOTE: Most dishwashing machines have similar parts.)



II. Preparing the dishwashing machine for service.

A. Check the operator's manual for specific filling and operating instructions.

B. The soap container should be filled with detergent to the full line before starting the machine.

(NOTE: Most machines will add detergent automatically.)

C. If a machine has an automatic drying solution container, fill it as required by the operator's manual.

D. Check and clean the filters of the machine.

E. Inspect the inside of the machine.

1. Remove any dirt, broken glass, or other objects in the machine.

2. Check the overflow pipes to be sure they are clean.

F. Check the upper and lower spray arms for cleanliness and installation.

G. Place any strainer pans and scrap baskets in place.

H. Check curtains for positioning.

I. Clean the unloading and work areas.

J. Close all drains.

K. Fill the machine with water.

1. Open the fill valves.

2. Close when the water level reaches the top of the overflow.

L. Turn on the heater coils.

(NOTE: Gauges should reach the following temperatures before dishes begin cycle.)

1. Pre-rinse--110° to 140°

2. Wash--150° minimum

3. Rinse--160° minimum

4. Final rinse--180° minimum

(NOTE: The water should be 170°when it touches the dishes, so the gauge is usually set 10° to 20° higher to allow for the temperature drop.)

M. Close the inspection doors before turning the machine on.

N. Turn on the detergent switch.

(NOTE: If the machine does not add detergent automatically, add the amount specified by the owner's manual to the water at this time.)

O. Run the machine for a minute to mix the detergent and water at the correct temperatures before turning on the conveyor.

P. Check the thermometers or gauges for the correct temperatures.

(NOTE: The final rinse thermometer will not show the correct temperature until dishes reach this compartment.)

Q. Send the dishes through the machine when everything is operating properly.

(NOTE: Allow the conveyor to travel at normal operating speed only.)

III. Unloading the dishwasher

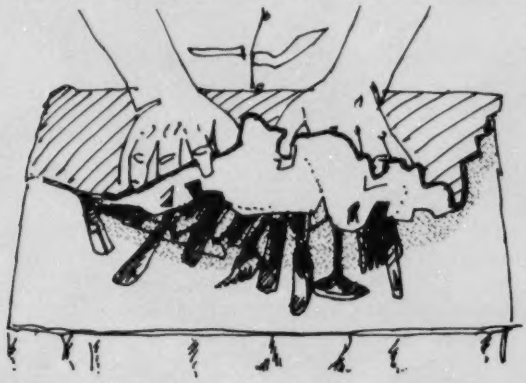
A. Wash your hands with warm water and soap before handling clean dishes.

B. Do not touch your face, hair, or part of your uniform when unloading the dishwasher.

C. Do not comb your hair around clean dishes or in the cooking area.

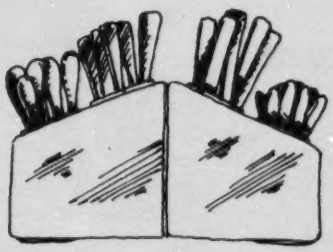
D. Touch clean silverware by the handle only.

(NOTE: Toweling the silverware is not recommended, but yet it is sometimes used to remove moisture prior to separating the silverware.)



E. Sort silverware into separate canisters.

(NOTE: The silverware should be placed with handles up.)



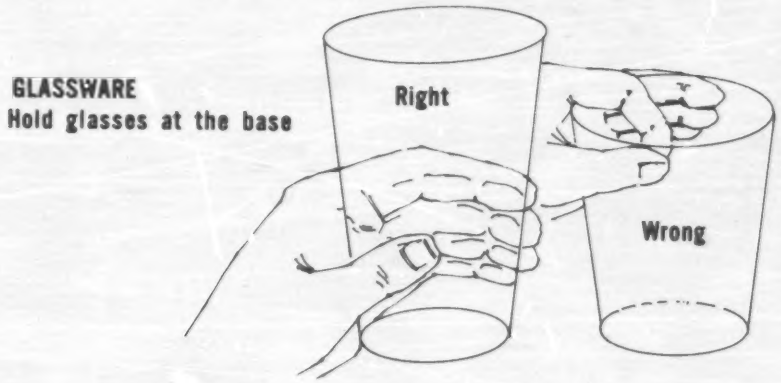
F. Tarnished silverware should be polished before replacing in canisters.

1. Larger restaurants may use a burnishing machine, chemical dip or buffing wheel to polish silverware.

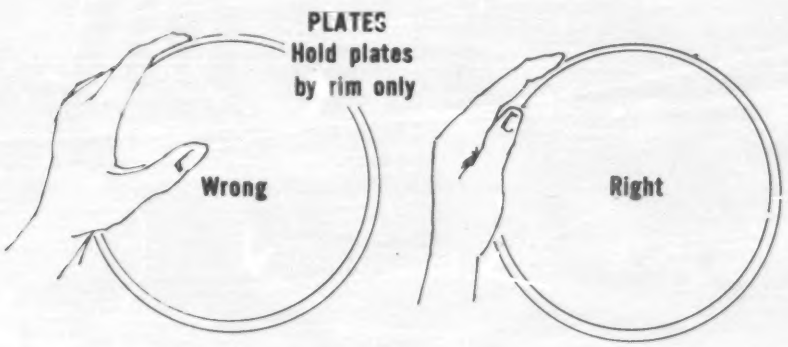
2. A paste polish may be applied by hand with a damp cloth or sponge.

3. Rinse the silverware in clean water, dry with a clean cloth, and place in canisters.

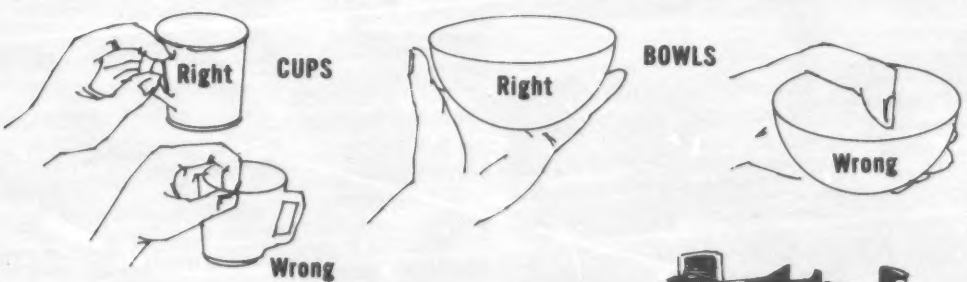
G. Hold glasses by the base.



H. Hold plates by the rim only.

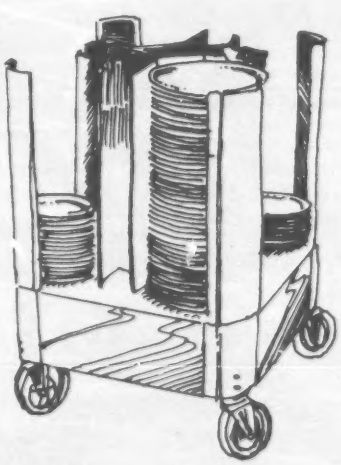


I. Hold cups and bowls by the base or handle.



J. Stack clean dishes in the dish dollies according to size and/or use.

(NOTE: Some dish dollies are adjustable for all sizes of dishes



K. Carry the dishes to the serving line as soon as possible.

IV. Routine maintenance of the dishwasher.

A. Check the wash tank to see if it contains the proper dish-washing compound and water mixture.

B. Check the detergent-dispensing system for working condition.

C. Read the thermometer before the first run of dishes to insure the correct heat level.

D. Check the wash arms and rinse jets for clogging, food particles , or mineral deposits so that the cleaning solution will strike all surfaces.

V. Cleaning the dishwasher

A. Drain any soiled water from the tanks by opening the drain valves.

(Caution: Turn off the machine's water heaters, detergent dispenser, and rinse injectors, if required.)

B. Remove wash arms and other removable parts.

1. Scrub the parts with hot, soapy water (120° to 130°) using a stiff nylon brush.

2. Sanitize the parts in clean hot water (180°) for at least 30 seconds.

C. Parts that cannot be removed should be scrubbed with warm, soapy water and rinsed well.

(Caution: Keep water off electrical wires, motor, or switches.)

D. Remove any toothpicks or food scraps from the wash arms.

E. Remove scrap trays after each meal shift and scrub clean.

F. Remove dishwasher curtains at the end of the day.

1. Lay the curtains on a dish table and sprinkle them with a detergent.

2. Scrub the curtains and rinse them in hot water.

3. Leave the curtains off overnight and the doors on the machine open.

G. At the end of the day, clean the inside of the machine with soapy water and rinse thoroughly.

H. Clean the outside of the machine with a mild detergent solution.

(Caution: Do not clean these surfaces while the machine is still hot.)

1. Rinse the surface with clear water.

2. Dry the surface with a clean cloth.

I. Clean the detergent dispenser and rinse injectors only if recommended by the manufacturer.

KITCHEN HELPER

ASSIGNMENT SHEET 8--THE DISHWASHING MACHINE

Directions: Draw a picture of the dishwashing machine used in your restaurant. Label the parts of the machine. Under the drawing, list the daily maintenance performed to the machine before dishwashing begins. Draw a chart or label the drawing with the correct gauge temperatures used during the washing process.

KITCHEN HELPER

ASSIGNMENT SHEET 9--UNLOADING THE DISHWASHER

Directions: Circle the correct answer for each statement concerning procedures for unloading the dishwasher.

A. Before handling clean dishes, wash your hands with:

1. sterilizing solution
2. powdered detergent
3. soap and water
4. boiling water

B. When unloading the dishwasher, do not touch:

1. the dishes
2. your face, hair, or clothing
3. the dishwasher
4. the water

C. Do not comb your hair:

1. around clean dishes or in the cooking area
2. before you go to work
3. if you wear a cap

D. Touch clean flatware

1. with tongs only
2. by the handle
3. only when you are using it

E. Flatware should be sorted

1. into separate canisters
2. into large piles
3. by the customer

F. Clean dishes should be

1. carried by hand in large stacks to the serving area
2. left in the dishwasher until someone comes to get them
3. stacked in dish dollies according to size and use

G. Carry dishes to the serving line:

1. at the end of the day
2. when you think the servers are about out of dishes
3. as soon as possible

KITCHEN HELPER

INFORMATION SHEET 6--CLEANING POTS AND PANS

I. Preparation for washing

A. Get supplies and equipment ready.

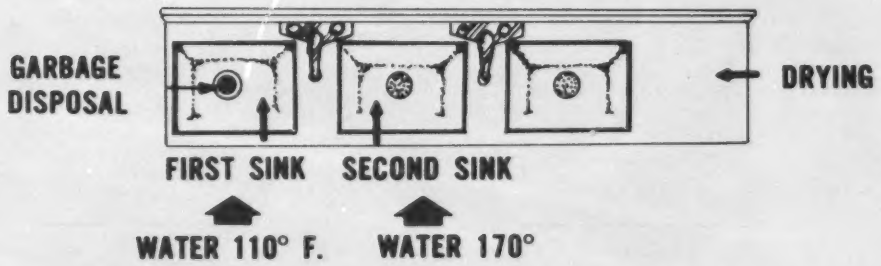
1. Fiber brush
2. Wire brush
3. Detergent
4. Sanitizing agent
5. Scouring pad

B. Decide which method of washing pots and pans is to be used.

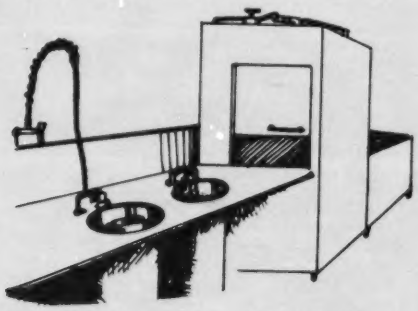
1. One method is hand washing in a two-or three-sink process.

a. Two-sink process

b. Three-sink process



2. One method is through the combined use of two sinks and a one-tank washing machine.



C. Handle hot pots and pans with tongs, hooks, or gloves.

D. Soak pots and pans with soils or burned-on food in hot water before washing.

(NOTE: Always have pots and pans soaking when the sink is not being used.)

E. Prepare the sinks for washing.

1. The first sink should be used for scraping the pots and pans into the garbage disposal and rinsing with hot water (110° to 120°).

2. If a dishwashing machine is not included in the process, the second sink should be used for washing with a warm soapy water.

a. Always carefully check water in sinks to see how hot it is before you put your hands into the water.

b. Add detergent to the water according to the directions on the detergent container.

3. The last sink of the dishwashing process should always be a rinsing sink if a washing machine is not attached.

a. The water should be 170°.

b. The dishes should be completely under water and remain for about one-half minute for sterilizing.

II. Washing the pots and pans

A. Scrape or brush the pots and pans until all soil and food has been removed.

B. Rinse the pots and pans in the first sink.

C. Wash the pots and pans in the warm soapy water.

1. Change the water often so that it will remove grease and be at the correct temperature.

2. Cover all surfaces of the pots and pans, using a clean fiber brush.

D. Rinse pots and pans in the third sink in the 170° water.

1. Change water often so the water will not get detergent build-up.

2. Completely cover or rotate pots and pans in the hot water until all areas have been sanitized for about one-half minute.

(CAUTION: Use tongs or hooks to rotate or handle pots and pans in this extremely hot water.)

3. If there is not enough hot water or the heaters will not maintain the correct temperature of the water, report it to your supervisor.

E. Place the clean pots and pans on a clean slanted drainboard to dry.

(NOTE: Under no conditions should pots, pans, or utensils be towel-dried.)

III. Sterilizing larger equipment

A. Equipment that is too large to place in the sink should be sanitized also.

B. Most larger equipment can be taken apart so that the major parts which touch food can be washed.

C. Some equipment can be carefully rinsed with boiling water.

D. Steam hoses can be used to sanitize large equipment which will contain the steam.

KITCHEN HELPER

ASSIGNMENT SHEET 10--THE CLEANING PROCESS FOR POTS AND PANS

Directions: Describe in writing the process used at your training station to clean and sterilize pots and pans. Include the preparation of the sinks, the temperatures of the water, safety precautions, tools used, and handling procedures. Draw or cut out any illustrations you feel might help with your explanation.

KITCHEN HELPER

INFORMATION SHEET 7--ADDITIONAL DUTIES OF THE KITCHEN HELPER

I. Vegetable preparation

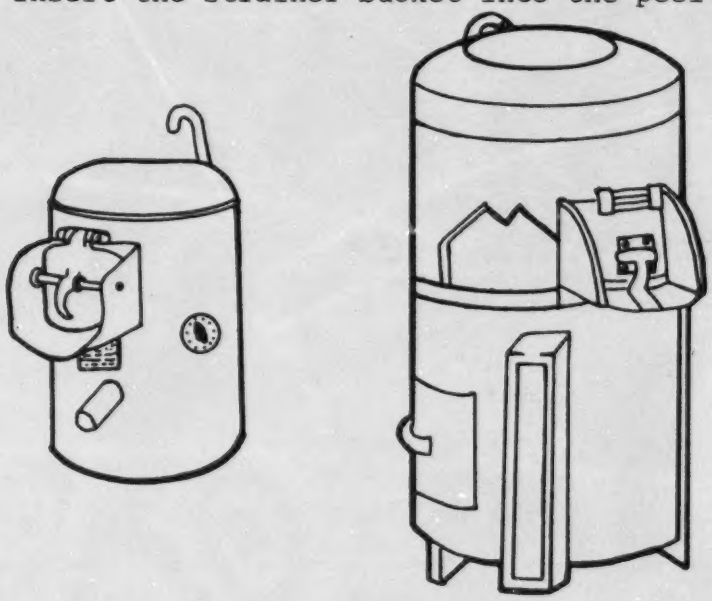
A. The mechanical vegetable peeler is used in quantity food preparation to peel vegetables.

B. Operation of the vegetable peeler

1. Sort and separate the vegetables according to use.

2. Place the abrasive disk firmly in place.

3. Insert the strainer bucket into the peel trap.



4. Check to be sure the discharge door is closed.

5. Start the switch and turn on the water.

6. Fill the cylinders about 2/3 full of vegetables.

7. Allow 45 to 90 seconds for peeling time.

8. Empty the peel trap when it becomes 2/3 full by shutting off the water, opening the discharge door, and letting vegetables tumble into the sink or a container of cold water.

9. Continue until all the vegetables are peeled.

10. Peeled vegetables should be kept in cold water while awaiting further preparation.

C. Cleaning the vegetable peeler.

1. Clean the cylinder immediately after use so that no peelings dry and stick to the surface.

2. Remove the cover and peeling disk.

3. Wash the interior of the peeler with hot water and scrub the interior with a stiff brush.

4. The interior may be rinsed with a soda solution to remove odors.

5. Leave the discharge door open so the interior will dry.

6. Clean the peel tray by removing the cover, the strainer basket, and the stopper and flush the inside with hot water.

7. Clean all parts (cover peeling disk, peel trap cover, strainer basket, and stopper) with a stiff brush and hot water.

8. Let the parts air dry.

D. Safety measures for the vegetable peeler

1. Do not let water come in contact with the motor or wiring.

2. Do not put your hands inside the peeler while it is in operation.

3. Never load the peeler without turning on the motor and water.

4. Load the machine to exact capacity. Underloading or overloading the machine reduces efficiency.

II. Setting up banquet tables

A. The kitchen helper may be asked to set up banquet tables at some restaurants.

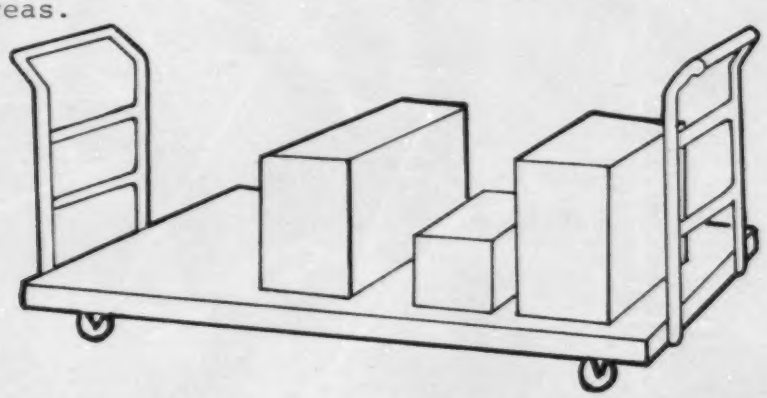
B. Check with the manager or hostess for the location and arrangement of the tables.

C. Listen to the setup instructions carefully.

(NOTE: The amount and kind of china, silverware, and glassware will depend on the menu and the type of service.)

III. Transferring supplies and equipment

A. A handtruck can be used to transfer large quantities of supplies or large equipment between storage and work areas.



B. Other supplies may be transferred by hand.

KITCHEN HELPER

ASSIGNMENT SHEET 11--OTHER RESPONSIBILITIES

A. List the steps used in cleaning a vegetable peeler after use.

1.

2.

3.

4.

5.

6.

7.

8.

B. Explain the safety measures used for the vegetable peeler.

1.

2.

3.

4.

C. When you are asked to set up banquet tables what should you do?

D. What other responsibilities do you perform at your work station that are not covered on the information sheet?

KITCHEN HELPER

TEST PART 1

Directions: Select the correct word to be used in the dishroom by circling the correct word for each of the following statements.

1. (Automatic, Manual) work is done by hand and not by machine.

2. Performing work using a certain process is called (an operation, a rule).

3. A (solution, detergent) is a liquid containing a dissolved substance.

4. A water-soluble soap that will remove dirt, oil, and food is a (solution, detergent).

5. A (garbage disposal, utensil) is a tool or container used in preparing foods in the kitchen.

6. A machine is (pre-rinsing, dispensing) when it puts out a certain amount of soap or detergent.

7. A chemical applied in a separate operation to objects after cleaning to kill bacteria is a (disinfectant, sterilizing agent).

8. A chemical which kills organisms that cause infection is a (disinfectant, sterilizing agent).

9. (An infection, a bactericide) is a condition in which the body is unhealthy because of the presence of germs, bacteria, or viruses.

10. A chemical which will kill both disease-causing and harmless bacteria is a (detergent, bactericide).

11. A chemical which will help eliminate water spots on dishes after the washing process is a (water softener, spotting agent).

12. Flatware is kept in a (storage bin, canister).

13. A (garbage disposal, conveyor belt) grinds up leftover food so that it will pass through the sewer system.

14. Food that the customer leaves on the tray is called a (heap, scrap).

15. Eating and serving instruments are called (flatware, utensils).

16. (Water softeners, Spotting agents) are put into the dishwashing water to help the soap in dirt and food removal.

17. When dishes, pots, or utensils are placed into warm, soapy water before they are washed, they are being (pre-soaked, pre-rinsed).

18. When water is used to remove as much food as possible from dishes before washing, it is called (pre-soaking, pre-rinsing).

19. A (dish dolly, conveyor belt) is used to transport dishes from the dishwashing area to the serving area.

20. A (dish dolly, conveyor belt) is used to move dishes from the dining area to the dishwashing area.

21. A large metal container or box used to store dishroom supplies is called a (canister, storage bin).

KITCHEN HELPER

TEST PART 2

1. Point out the correct general safety rules to be followed in the dishroom by placing a "√" in front of each correct statement.

   _____ a. Wear nice-looking jewelry in the dishroom.

   _____ b. Cuts and burns should be reported at once.

   _____ c. Keep your work area cluttered and dirty so it will look like you are busy.

   _____ d. Any glasses are safety approved and are all right to wear on the job.

   _____ e. Wear protective clothing such as aprons and non-slip shoes.

   _____ f. Keep water on the floor so the dirt will be loose.

   _____ g. Wooden pallets are used for footing in places where the floor stays wet.

   _____ h. Handle broken glass with care.

   _____ i. Horseplay is the best way to keep alert.

2. Indicate the correct safety rules for each of the specific areas listed below by underlining the words that best complete the statements.

   Cleaning Materials

   a. Keep mops, brooms, brushes, and detergents (in their proper place, scattered about for easy reach).

   b. Avoid getting detergent (on your hands, in your eyes and mouth) when loading the dishwashing machine.

   Garbage Disposals

   c. Keep your hands (away from, close to) the disposal.

   d. Keep utensils or other objects (away from, in) the disposal.

   Dishwashing Machine

   e. Load a dishwashing rack (quickly, carefully).

   f. (All, Only badly) broken or cracked dishes should be removed.

g. Hands should be kept away from (dishwater, moving parts).

h. Be cautious of (hot, cold) water.

i. Operate the dishwasher while the doors are (opened, closed).

Sink

j. Use pot holders or gloves to (handle, wash) hot pots and pans.

k. Test water to see how (hot, soapy) it is.

l. Watch for (slick, sharp) objects in the sink.

Doorways

m. Follow (the person in front of you, directions) when going through a doorway.

n. A cart should be (pushed ahead of, pulled behind) you when going through a doorway.

KITCHEN HELPER

TEST PART 3

1. Point out the correct rules to follow in the use and care of supplies by circling the letter in front of each correct statement:

   a. You should read directions for use of supplies before using them.

   b. Supplies should be stored in their proper place.

   c. Liquids, powders, and detergents should be left open to avoid pressure building up in the container.

   d. Never ask your supervisor about the use of supplies; just do what you think is best.

2. Select the correct mixing proportions for sanitizing solutions by writing the type of each solution by each of the mixing proportions.

   Iodine Chlorine

   _____ a. 1/4 cup per three gallons of water

   _____ b. One teaspoon per gallon of water

3. Select the correct sequence for washing brushes by numbering each of the following procedures in the correct order (1-5).

   _____ a. Hang the brush where it will dry.

   _____ b. Dip the brush in a sanitizing solution.

   _____ c. Shake the brush.

   _____ d. Rinse the brush in hot water.

   _____ e. Wash the brush in hot water after use.

4. Explain how to properly care for cleaning cloths and sponges.

5. Select the correct cleaning procedures concerning other equipment in the dishroom and kitchen by placing a "√" in front of each correct statement.

_____ a. Scrapping sinks, dish tables, and soaking vats should be cleaned after each meal.

_____ b. Food waste should be washed down the drain at the end of the day only.

_____ c. Clean only the easy-to-get-to surfaces of kitchen equipment.

_____ d. Floors should be cleaned after each meal and at the end of the day.

_____ e. Take your time sweeping and mopping between meals even if the customer load is heavy.

_____ f. Walls should be washed during slack hours or at least on a weekly basis.

_____ g. The ceilings and overhead fixtures should be cleaned by a maintenance person.

_____ h. Trash cans stay dirty and do not ever need cleaning.

KITCHEN HELPER

TEST PART 4

1. Name the two types of conveyor belts used to bring the customers' trays to the dishwashing room:

   a. _____

   b. _____

2. Select the correct procedures for clearing trays of each of the following. Write the number of each statement on the right by the correct item on the left.

a. Flatware	1. Require rinsing before washing.
_____	2. Should be soaked in a pre-soak vat prior to washing.
_____	3. Should have scraps removed before washing.
b. Dishes, bowls, and saucers	4. Should be stacked in stacks on trays to take to the washing area.
_____	5. Should be taken to the dishwasher as soon as a tray is full.
_____	6. Should be placed in flatware washing racks.
_____	
_____	

3. Explain the procedure for loading the dishwasher by writing the word or words that best complete each statement.

rack	similar
conveyor belt	space
100 pieces	turn over
fall	different
table	50 pieces

   a. Place _____ items of the same size together in the dishwasher.

   b. Allow _____ _____ between dishes

   c. Place items so that they will not _____ or _____.

   d. The dishes should be placed in racks on the _____ _____ or in the rackless conveyor.

   e. Place about _____ _____ of silverware per rack.

KITCHEN HELPER

TEST PART 5

1. Identify the parts of a dishwashing machine shown below by writing the name of each in the blank provided.

Service doors	Rackless conveyor
Temperature gauges	Dishwasher shut-off bar
Drying solution sprayer	

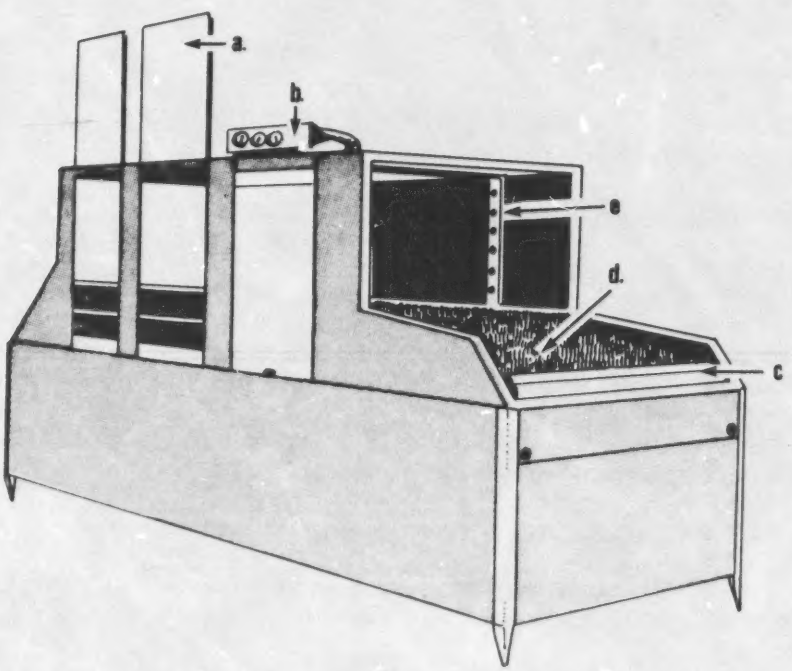
a. _____

b. _____

c. _____

d. _____

e. _____



2. Select the correct ways to prepare the dishwasher for service by answering TRUE or FALSE to each of the following statements:

_____ a. Check the owner's manual for specific filling and operating instructions.

_____ b. The soap container should be filled with soap after the machine is running.

_____ c. Fill the automatic drying solution container according to the operator's manual.

_____ d. Filters in the machine are self-cleaning and do not need to be checked.

_____ e. Broken glass, dirt, and other objects should be removed from the machine between meals.

_____ f. The upper and lower spray arms should be checked for installation and cleanliness before operating.

_____ g. Strainer pans and scrap baskets should be in place only when the dishes appear extremely dirty.

_____ h. Curtains will automatically close when the washing begins.

_____ i. Unloading areas should be cleaned prior to the washing process.

_____ j. Drains should remain open during washing.

_____ k. The machine automatically fills with water when the switch is turned on.

_____ l. The heater coils should be turned on prior to washing so the water will be the right temperature.

_____ m. Leave the inspection doors open until you see everything operating correctly.

_____ n. All machines must have soap added manually.

_____ o. The machine must be run for a minute before turning on the conveyor to allow the soap to mix.

_____ p. The water temperature is all right as long as the gauges read 85°.

_____ q. Adjust the conveyor speed to as fast as it will run.

3. Identify the correct procedures for unloading the dishwasher by placing a "✓" in front of each correct statement below.

_____ a. Wash your hands with warm water before handling clean dishes.

_____ b. Do not touch your face, hair, or part of your uniform when loading the dishwasher.

_____ c. If you blow your nose, use a clean dish towel.

_____ d. Comb your hair in the dishroom occasionally to improve your appearance.

_____ e. Towel all flatware dry before placing it in the canisters.

_____ f. Place all types of flatware in the canisters together with the handles down.

_____ g. Stack clean dishes in the dish dollies according to size and use.

_____ h. Carry the dishes to the serving line as soon as possible.

4. Point out the correct maintenance routine for a dishwashing machine by placing a "✓" in front of each correct statement.

_____ a. Check the wash tank for the proper dishwashing compound and water mixture.

_____ b. Check the tank for cracks and leaks.

_____ c. Check the detergent-dispensing system for working condition.

_____ d. Check the thermometers for the correct temperature before washing.

_____ e. Remove thermometers and check for accuracy.

_____ f. Check the wash arms and rinse jets for clogging and spraying directions.

_____ g. Check water in rinse arms for chlorine content.

_____ h. Check the dishwashing machine for grease build-up.

5. Select the correct procedures for cleaning the dishwasher by writing TRUE or FALSE in the blank in front of each statement below.

_____ a. Soiled water should be removed from the dishwasher by opening drain valves located on the bottom of the tank.

_____ b. The heaters should be left on during cleaning.

_____ c. Removable parts of the dishwasher should be left on the dishwasher for cleaning.

_____ d. Parts that cannot be removed should be scrubbed with warm soapy water and rinsed.

_____ e. Wiring and motors are waterproof, so you may wash them with water.

_____ f. Toothpicks and food scraps should be removed from the wash arms.

_____ g. Scrap trays should be cleaned once a week.

_____ h. Curtains should be removed at the end of the day and cleaned.

_____ i. Most machines are stainless steel so the inside never needs cleaning.

_____ j. The outside of the machine should be cleaned with warm soapy water.

_____ k. All detergent dispensers and rinse injectors should be cleaned daily.

KITCHEN HELPER

TEST PART 6

1. Explain the process of preparing to wash pots and pans by filling in the following blanks with the correct word or words.

   a. Some of the supplies required for washing pots and pans are _____ _____, _____ _____, _____ _____, _____ _____, and _____.

   b. Two methods of handwashing pots and pans are the _____ and _____ sink processes.

   c. Hot pans should be handled with _____, _____. _____, or _____.

   d. When the sink is not being used, dirty pots and pans should be _____.

   e. The first sink should be used for _____ the pots and pans and _____ hot water.

   f. The second sink should be used for _____ with warm soapy water if a dishwashing machine is not included in the process.

   g. The last sink of a three-sink process should be used for _____.

2. Explain the process of washing pots and pans by answering each of the following questions in as few words as possible.

   a. How clean should pots and pans be scraped before washing?

   b. Which sinks should be used for pre-rinsing pots?

   c. How often should the water be changed in the washing sink?

   d. Which sink should be used for rinsing the pots after washing in a three-sink process?

   e. How often should the water be changed in the rinsing sink?

f. How long should a pot or pan stay in the hot water to be properly sanitized?

g. If the water will not reach the correct temperature, what should you do?

h. How should clean pots and pans be dried?

3. Explain the process of sanitizing larger equipment that cannot be placed in the sink.

b. The amount and kind of china, silverware, and glassware used on banquet tables will depend on the _____ and the _____ _____.

c. A _____ can be used to transfer large quantities of supplies or large equipment between storage and work areas.

d. Underloading or overloading the vegetable peeler reduces _____.

e. Peeled vegetables should be kept in _____ water while awaiting further preparation.

KITCHEN HELPER

TEST PART 7

1. Select the correct sequence for operating the vegetable peeler by numbering each of the following statements in the correct order (1-9)

   _____ a. Fill the cylinders about 2/3 full of vegetables.

   _____ b. Sort and separate the vegetables according to use.

   _____ c. Start the switch and turn on the water.

   _____ d. Continue until all the vegetables are peeled.

   _____ e. Allow 45 to 90 seconds peeling time.

   _____ f. Check to be sure the discharge door is closed.

   _____ g. Place the abrasive disk firmly in place.

   _____ h. Insert the strainer bucket into the peel trap.

   _____ i. Empty the peel trap when it becomes 2/3 full.

2. Point out the correct procedures concerning the vegetable peeler by placing a "√" in front of each correct statement.

   _____ a. Wash the interior of the peeler with cool water and scrub with a soft brush.

   _____ b. The interior of the peeler may be rinsed with a soda solution to remove stains.

   _____ c. Do not let water come in contact with the motor or wiring.

   _____ d. Never load the peeler without turning on the motor and water

   _____ e. Clean all parts of the peeler with a stiff brush and hot water.

   _____ f. Dry the parts with a clean cloth.

   _____ g. Load the machine to exact capacity.

3. Write the word or words that best completes each statement.

   a. Check with the _____ or _____ for location and arrangement of banquet tables.